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AUTHOR Kintzer, Frederick C.
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ABSTRACT

This document is a discussion supplement to Frederick Kintzer's paper in the book: "Lifelong Learning: Policies, Practices and Programs." It is designed as a contribution to the third discussion session: Participation Issues and Lifelong Learning. The introduction provides definitions and a description of the rise of lifelong learning and short-cycle higher education. The paper then discusses the modification of courses and changing delivery systems. The desire for Asia Pacific Economic Cooperation (APEC) countries to modify curricula and course design to include interdisciplinary approaches, distance learning, and professional training are described. This section also discusses the Servicemembers Opportunity Colleges, a massive U.S. organization allowing the military and families to enroll in college level courses at various educational institutions. Next, the paper addresses cooperative involvement among different types of schools and with business and industry. This includes a collaboration of higher education institutions, with simultaneous admissions and joint awarding of associate and baccalaureate degrees. Lastly, the paper discusses technological advances which allow computerized banking of credits. It is concluded that lifelong education must be supported nationally and statewide. Contains 24 references and a list of acronyms. (YKH)

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Articulation and Transfer: Critical Contributions to Lifelong Learning -- Discussion Supplement

Frederick C. Kintzer

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ARTICULATION AND TRANSFER: CRITICAL CONTRIBUTIONS TO LIFELONG LEARNING - DISCUSSION SUPPLEMENT

by Frederick C. Kintzer

This statement should be regarded as a discussion supplement to my paper in the recently published book:

Lifelong Learning: Policies, Practices and Programs.

It is designed as a contribution to the third discussion session: Participation Issues and Lifelong Learning

scheduled for the November, 1997 conference in Chinese Taipei, sponsored by the APEC-HURDIT Lifelong Learning Project. As suggested in the abstract, three futures are

predictable for short-cycle higher education systems:

institutions essentially nonuniversities now in planning or developing stages worldwide, are likely to modify courses and strengthen distance learning and prior learning delivery techniques for growing numbers of adult re-entry students; industry will become increasingly involved in the delivery of postsecondary education; and technology will expedite non-traditional and non-sponsored education.

(Kintzer, 1997, p. 69). The supplemental comments deal primarily with the three futures in the order presented.

INTRODUCTION/DEFINITIONS

"Short-cycle higher education" (non-universities recognized by a variety of titles (in 40 to 50 nations) defined and illustrated in the book chapter is the continuing vehicle for this supplemental discussion. Also used are the terms: "transfer," "articulation," and "lifelong learning." Further examined is the intermittent character of lifelong learning occurring and re-occurring either in school or industrial settings ("formal" education); community unstructured settings (non-formal education); or as life experiences (informal education). (For a discussion of the parenthetical terms, see Candy and Crebert, 1997, p. 5).

Material is also drawn from eleven papers appearing in the APEC-HURDIT book and other recent research.

The term: "continuing education," is used in this commentary as a synonym for "lifelong learning." Continuing education rapidly expanded in the 1950s as a function of the American junior/community college movement following the report of the President's Commission on Higher Education in 1947, popularly known as the "Truman Commission," which officially endorsed the two-year college. "We will teach anyone, anywhere, anything, at any time whenever there are enough people interested in the program to justify its offering" was a popular slogan quoted from a 1940s catalog of Del Mar College, Corpus Christi, Texas. "This type of educational program is as wide as the community, as varied as the needs and interests of the people, and as long as the lives of the people..." Under the adult educational plan, the needs of the community are not only served but they are also served as long as the people wish to learn" (Bogue, 1950, p. 215). (For a discussion of early adult education efforts in England and Denmark, see Bogue, 1950, pp. 215-223).

As Candy and Crebert (1991, p. 5) suggest, several world conferences sponsored by UNESCO in the '70s and '80s increased world attention to the importance of adult education. Interestingly enough, this was also the same time period when OECD (Organization for Economic Cooperation and Development) launched the term, "Short-Cycle Higher Education," and thereby gave impetus to the movement central to this paper. Short-Cycle Higher Education: A Search for Identity was the theme of the OECD 1971 international conference in Paris, and also the title of a 1973

publication reviewing the conference. The phrase, "non-traditional practices," was the fourth officially-named purpose of the short-cycle higher education movement - new delivery systems designed for part-time adults, individualized instruction, and flexible programming - giving impetus to programs and activities commensurate with lifelong education (Kintzer, 1984, p. 315).

It should also be noted that lifelong learning was originally perceived as an instrument of social change, for example, through mechanics institutes or mutual improvement societies, and later as adult, continuing or community education. Lifelong learning, as a concept, was originally programmed as a working class movement (Methven & Hansen, 1947, p. 5).

Creation of a consortium, COMBASE, of over 50 community colleges in 22 U.S. states bears watching. These institutions share a common interest in community-based education, and promote each other's policies and programs (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1944, p. 239).

Most scholars of community college education subsume "continuing education" and "lifelong learning" under the broadest term, "community education" as the overarching concept for providing service to an entire community rather than to a particular segment of the population (See Cohen and Brawer, 1996, Chap.10, and Witt, et al., 1994, pp. x-xviii). In the last two decades, short-cycle higher education institutions - worldwide - have moved with greater determination into continuing education, particularly toward sponsoring noncredit programs and activities. Lifelong learning, virtually overlooked by the early institutions, is now in better focus. Globally, the "community" portion of the

community college idea is now more secure as a purpose of short-cycle higher education.

MODIFICATION OF COURSES AND CHANGING DELIVERY SYSTEMS

For many APEC-member nations, the primary goal of educational planning is no longer the simple transfer of information - loading curricula with content. Member countries are now looking toward re-orientation of curricula and course design modifications emphasizing competency-based courses and broad-based education (Pan, 1997, p. 39). Interdisciplinary approaches, as well as distance learning and techniques for evaluating experiential or prior-learning experiences are also included in the development of principles and policies.

The APEC-HURDIT book contains a number of examples of these phenomena. The National University of Singapore, among others, has introduced a structured program called the Faculty Enrichment Module for all first year students to provide study skills to deal with the rigors of advanced higher education. A self-study guide is included (Pan, 1995 p. 42).

There is ample evidence reported in the APEC-HURDIT book to convince us that trade training - both content and methods - is generally overemphasized at the expense of a broader context of lifelong learning. As Beaupré suggests, an adequate professional training is needed that is framed within a platform of lifelong learning addressing current personal, psychological, and social situations (Beaupré, 1997, pp. 99 and 103). Putting it another way: "Now the educational mission (in Malaysia) is to produce a workforce of competent people who are able to apply knowledge under changing conditions and, more importantly, who are able to

continue learning on their own." (Leong, 1997, p. 131). On the teaching side of the teacher-student equation, "knowledge workers" - those who contribute to society out of the workplace - are needed as volunteers (See Drucker, 1992, Chapter 29). Volunteers from business/industry can bring occupational expertise from the private sector into the formal classroom (See section: Schools and the Business Community by Chapman and Aspin, 1997, pp. 160-161).

Summarizing the current status of course modification in undergraduate education in the United States, particularly in community colleges: research conducted periodically by the Center for Study of Community Colleges (Los Angeles) indicates that the community college, overall, remains stable, with liberal arts and occupational education studies dominating. More specifically, 56% of the total curricula is comprised of liberal arts courses, predominately general education offerings. Avocational and recreational courses offered for college credit are evidently the major casualties. Contract training for industry is given as an example of community college studies being redesigned into credit offerings. Growth in health fields may subside and studies in administration of justice appear to be increasing (Cohen, 1994, Chapter 10, esp. p. 104).

Successful strategies encompassing systems of distance learning are reported in the APEC-HURDIT book. J. Huang discusses distance education in Chinese Taipan as a technique for furthering broad workforce development for the entire island referred to as "formal, vocationally-oriented lifelong learning" (Huang, 1995, p. 243). New open universities in Taipei and Koahsiung and distance education programs in communities are major vehicles for this

expansion. Portfolio assessment discussed in detail by Mann (Chapter 18, pp. 256-265) as a technique for assessing prior learning experiences referred elsewhere as "experiential learning," is also an important contribution to the literature on the crediting of independent study (Also see, Kintzer, 1997, pp. 75-78).

The extensive program known in the United States as the Servicemembers Opportunity Colleges (SOC) is the largest in the world. This massive organization allows the military and families to enroll in college-level courses at member colleges, state universities, and universities. Organized in the early '70s by AASCU (American Association of State Colleges and Universities) and AACC (American Association of Community Colleges), the unique civilian-military partnership includes about 1200 "opportunity colleges," the Department of Defense, Military Services, and the National Guard. Credit courses, based on a set of principles developed from SOC criteria, are offered by member institutions, culminating in certificates, diplomas and degrees - from associate to graduate degrees. Servicemembers who cannot participate in residence degree work can transfer with military based-earned credits and enroll temporarily in member institutions near military bases, or through the Navy program, in any member college or university. Institutions agree on course comparability and assure transfer to other member schools. Graduates can enter upper-division without penalty, but only general educational portions of the SOCAD (associate degree) programs are transferable. AASCU is the fiscal and administrative agency for the SOC consortium. DANTES (Defense Activity for Non-Traditional

Educational Support) is the contract monitor for the Department of Defense.

COOPERATIVE INVOLVEMENT AMONG DIFFERENT TYPES OF SCHOOLS AND WITH BUSINESS AND INDUSTRY

The rapid increase of consortia early initiated in the U.S. is one of the optimistic signs leading into the new century. Several consortia, along with the international/intercultural committee of the American Association of Community Colleges, evolved into the College Consortium for International Studies in 1975, and the College Consortium for International Development (CCID) founded in 1976. American corporations are also members of consortia teams, offering private assistance, equipment, and material. Educational Innovation Systems incorporated (EDUSYSTEMS) is one of these that represent equipment manufacturers (See Greenfield, ed., (1990).

Collaborative involvement of U.S. higher education institutions, include simultaneous admissions and joint awarding of associate and baccalaureate degrees. The awarding of the latter tertiary degree is a strong probability - B.A. degrees awarded on community college campuses with college instructors handling the associate portions and visiting university professors continuing the upper-division work on the same two-year college campus.

As described in Kintzer (1997, p. 71), Chinese Taipei, among Pacific Rim economies, "has aggressively created formal linkages, especially between five-year junior colleges and regional teachers' colleges. Substantial emphasis is given to computer technology in all types of short-cycle colleges, and entrance exams are required as well as later exams for university

admission." Developments in other APEC economies are included in several APEC-HURDIT book chapters. In this regard, Hatton's 1995 volume is the seminal contribution.

INFLUENCE OF TECHNOLOGY

Earning credits for electronically delivered coursework, a rapidly growing phenomenon in the U.S., complicates, even eliminates traditional patterns of credit transfer. "The Virtual University" is a prominent example. Scheduled soon to be in operation, this online "institution" announced by governors of several western U.S. states, will begin only as a credit holding organization. Colleges, first in western states, will be invited to list distance learning courses in the Virtual University Catalog. Credits earned in such classes held on or off campuses will be booked and held for single or multiple-college transfer.

A program developed by the Center for Adult Learning and Educational Credentials of the American Council on Education named "Registries of Credit Recommendation" (RCR) is the latest contribution in this vast arena. The computerized validated system allows individuals to bank credits earned from industry-sponsored programs to be honored by senior institutions.

The significance of this development automatically affects traditional transfer routines since for one thing, college and university jurisdictions automatically disappear. State regulatory agencies cannot eliminate unscrupulous organizations or those with poor quality programs, but advocates hope that competition among institutions will help to maintain course quality. A regulatory document called "Principles of Good Practice for Electronically

Offered Academic Degree and Certificates Programs" has been released. The Western Interstate Commission for higher Education (WICHE) is responsible for launching this unique enterprise.

Several APEC-HURDIT book chapter authors discuss this complex phenomenon. For example, Pak (1997, pp. 297-299) presents a detailed description of a computerized academic credit banking system developing in Korea. He suggests that students should be allowed or even required to record lifetime learning courses taken and seminars completed. He further details an interactive multimedia technology system to deliver learning opportunities (Ibid., p. 299). Students, he remarks, need no longer to depend entirely on schools and teachers.

ORGANIZATION PATTERNS

Higher education organization patterns among APEC economies - those responsible for governance, financing, and administration of higher education - encompass a complex field of study virtually untouched in this discussion piece. However, several controversial organizational issues were raised in a few of the APEC-HURDIT book papers as the issues related to lifelong education.

One of the most compelling of these is the public vis-a-vis private "ownership" of higher education systems. Among the Pacific Rim economies, Hong Kong, Singapore and Malaysia in particular, the most prestigious colleges and universities are publically supported, but the reverse is true throughout the United States. Representing Hong Kong, Yee and Cheng point out that many APEC societies have the advantage not possible in the U.S.A., with centralized governments which can respond quickly to

policies and programs (Yee and Cheng, 1997, P. 180). However, we should be reminded that regionality, an important concept to observe in building and sustaining lifelong learning activities, is much closer to state governments than the federal governments of the United States, and probably, Canada as well as Australia, the geographic giants heavily into the lifelong learning movement.

The question: Is education primarily a public or a private good? strikes at the heart of the argument. A clear answer provided by Snethurst (1995, pp. 38-39) is quoted in the book paper by Chapman and Aspin (1997, p. 157):

The answer is neither: it is both. There is some education which is overwhelmingly a public good in that its benefits accrue very widely, to society at large as well as to the individual. Equally there is some education which, while benefiting society, confers overwhelming benefits on the individual learner. But much of education sits annoyingly between these two extremes.

A second question is: Should primary responsibility rest with central governments or with regional (state or provincial) governments? Countering the views expressed by Yee and Cheng, given above, is the close relationship between lifelong education and regionality. The concept of regionality in building and sustaining lifelong learning activities is crucially important (discussed by Yoshio, 1997, pp. 266-279). We are reminded that many U.S. states are developing articulation/transfer relationships largely because these arrangements, both formal and informal, initially appearing among and between institutions, contain similar principles and policies that state governments, themselves, are using to improve their educational systems (See Robertson and Frier, 1996).

As the APEC-HURDIT authors have said in a great variety of ways, education must be regarded as lifelong by makers of national and state policy, developers of programs and leaders of life span activities and practices. As Hatton commented in the Preface of the APEC-HURDIT book:

What is needed are short term action plans,
but with a long term perspective and framework.

Also needed is sensitivity to cultural heritage
and stages of economic development. There is no
formal or informal learning program that suits
all learners. (Hatton, 1997, p. vi).

The book can realistically be considered a pioneering step
toward making international cooperation among Pacific Rim
economies a reality.

ACRONYMS - REFERENCES - BIBLIOGRAPHY

This section is prepared for two primary audiences: (1) graduate students in the summer, 1997 course, Emergence of Higher Education, Programs for Higher Education, Nova Southeastern University, Fort Lauderdale, Florida, and (2) those attending the follow-up conference scheduled for November 7-10, 1997 in Taipei, at the National Taiwan Normal University. References containing papers in the APEC-HURDIT book (1997) are presented only in an author-page number format. Full bibliographic style is not utilized.

ACRONYMS

- APEC-HURDIT - Asia Pacific Economic Cooperation (Forum)
Human Resource Development in Industrial
Technology (a Network within the APEC-HRD
group).
- DANTES - Defense Activity for Non-Traditional
Educational Support.
- HRD - Human Resource Development (both generic and
also the acronym for one of APEC's Working
Groups).
- OECD - Organization for Economic Cooperation and
Development.

- PONSI - Program on Noncollegiate-sponsored Instruction
- SOCAD - Servicemembers Opportunity College Associate Degree.
- UNESCO - United Nations Educational Scientific and Cultural Organization.

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